

<p>Grade, Subject/Course: Kindergarten, Children Understanding and Building Skills (CUBS)</p>	
<p>Unit: Self Awareness and Self Management</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p>Big Idea: I can recognize and regulate my emotions.</p>	
<p>PA Career Ready Skills Continuum: A. Self-Awareness and Self-Management</p> <p>ASCA Student standards: Mindsets & Behaviors for Student Success: M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being B-LS. 7 Long-and short-term academic, career, and social/emotional goals B-SMS 1 Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 5. Perseverance to achieve long-term and short-term goals B-SMS 7. Effective coping skills B-SS-1. Effective oral and written communication skills and listening skills</p>	<p>Interdisciplinary Standards (if applicable):</p> <p>Language Arts: Writing CCSS.ELA-Literacy.W.K.3 CCSS.ELA-Literacy.W.1.3 CCSS.ELA-Literacy.W.2.3</p> <p>Language Arts: Language CCSS.ELA-Literacy.L.K.4, L.K.5 CCSS.ELA-Literacy.L.1.4, L1.5 CCSS.ELA-Literacy.L.2.4, L.2.5</p> <p>Language Arts: Speaking and Listening CCSS.ELA-Literacy.SL.K.1., SL.K.4, SL.K.5 CCSS.ELA-Literacy.SL.1.1, SL.K.1, SL.1.4, SL.1.5 CCSS.ELA-Literacy.SL2.1, SL.K.2, SL.2.4, SL.2.5</p>
<p>Essential Questions: What are emotions? What vocabulary can I use to identify feelings? How can I use tools to calm my mind and body?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will notice that their emotions, like the weather, change often. 2. Students will understand the Zones of Regulation and identify which zone they are in. 3. Students will develop an awareness that different people have different emotional responses to the same event. 4. Students will develop respect for other people’s feelings and respect and trust their own emotional responses. 5. Students will understand the concept of emotional intensity. 6. Students will identify levels of emotional intensity related to feelings of happy, sad, and mad.

	<ol style="list-style-type: none"> 7. Students will identify uncomfortable feelings (worried, anxious, nervous, agitated). 8. Students will learn that mindful breathing calms the mind, allows the body to relax, and helps impulse control. 9. Students will understand they can be responsible for and manage their own emotions and make good choices while having intense feelings. 10. Students will understand that they can use tools to refocus and calm down.
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1. Emotions 2. Feelings - happy, worried, sad, mad, silly, calm 3. Emotional Intensity 4. Happy 5. Mad 6. Sad 7. Worried 8. Mindful Breathing 9. Emotional ABC Toolbar 	<p><u>Do/Skills:</u></p> <ol style="list-style-type: none"> 1. Students will identify their emotions and monitor changes in their emotions. 2. Students will use expanded vocabulary to describe their feelings in response to music (ie - happy, worried, sad, mad, silly, calm). 3. Students will identify topics that they feel differently about than their friends. 4. Students will identify why people may have different emotional reactions to the same event. 5. Students will compare emotional intensity to weather intensity. 6. Students will identify levels of intensity for four words related to happy - calm, happy, joyful, elated. 7. Students will identify levels of intensity for four words related to sad - annoyed, frustrated, angry, furious. 8. Students will identify levels of intensity for four words related to mad - disappointed, unhappy, sad, miserable. 9. Students will learn synonyms for ‘worried’ and identify those feelings in different situations. 10. Students will make a connection between mindful breathing and the feeling ‘calm’ or ‘relaxed.’ 11. Students will be able to use tools - pause and breathe, melting, push/pull/dangle, exercise, and visualize to relax and refocus.

<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. <i>Emotions</i> - how we respond to what is happening to us 2. <i>Zones of Regulation</i>-a program to support children to self-regulate. Feelings and the states of alertness are separated into 4 different colored zones. <ul style="list-style-type: none"> ● <i>Blue Zone</i>- low state of alertness, sad, tired, sick, body moving slowly ● <i>Green Zone</i>-regulated state of alertness, calm, happy, focused, most control ● <i>Yellow Zone</i>- heightened state of alertness with some control may experience frustration, anxiety or excitement. ● <i>Red Zone</i>- Heightened state of alertness or intense feeling: anger, rage or explosive behavior. Not in control ● <i>Tool box</i>- specific strategies to each child that can be used to calm or wake up ● <i>Tools or strategies</i> - a sensory item, action, or thinking strategy that can be used to calm or wake-up ● <i>Trigger</i>- something that causes a reaction ie: hungry or hurt ● <i>Size of the problem</i> - <i>students can solve</i> small problems on their own and may need help from on adult to solve larger problems 3. <i>Intensity</i> - how weak or strong something is. 4. <i>Calm</i> - feeling relaxed or safe 5. <i>Happy</i> - feeling good, feeling pleasure or contentment 6. <i>Joyful</i> - feeling happy or elated 7. <i>Elated</i> - filled with high spirits, very happy, excited 8. <i>Annoyed</i> - feeling irritated or angry 9. <i>Frustrated</i> - annoyed or angered by inability to get something done 10. <i>Angry</i> - Feeling mad 11. <i>Furious</i> - extremely angry 12. <i>Disappointed</i> - let down because something was not as good as expected 	<p><u>Core Resources:</u></p> <ol style="list-style-type: none"> 1. Emotional ABCs Curriculum 2. Zones of Regulation Curriculum by Leah M. Kuypers 3. Leader In Me 4. Be Good People 5. SAS Supportive Practices
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<p>13. <i>Unhappy</i> - feeling sad, displeased, dissatisfied 14. <i>Sad</i> - unhappy, down 15. <i>Miserable</i> - feeling extremely unhappy 16. <i>Worried</i> - anxious, troubled 17. <i>Nervous</i> - worried, concerned 18. <i>Anxious</i> - feeling worried or nervous 19. <i>Agitated</i> - feeling uncomfortable or nervous 20. <i>Calm</i> - feeling when you can focus, take in information, and feel in control of your action 21. <i>Emotional ABC Toolbar Buttons</i> a. <i>Pause & Breathe</i> - helps me slow down and figure out what I'm feeling</p>	
<p><u>Common Assessment(s):</u></p> <ol style="list-style-type: none"> 1. Students will use weather as a metaphor to represent their changing emotions during a typical day. 2. Students will identify a time when their emotions changed like the weather. 3. Students will document personal responses to a music track. 4. Students will be able to identify feelings in each of the Zones of Regulation. 5. Students will reflect on a time they had a different emotional response to the same event as a friend or family member. 6. Students will create sentences/stories to compare 2 or more words related to the level of intensity of 'happy.' 7. Students will use expanded vocabulary for feelings by comparing levels of intensity for emotions related to 'mad' and 'sad.' 8. Students will draw a picture or write a story about a time they felt worried. 9. Students will describe a time when they felt calm. 10. Students will use the pause and breathe in real life situations they may encounter. 	<p><u>Supplemental Resources:</u></p>

<p>Grade, Subject/Course: Kindergarten, Children Understanding and Building Skills (CUBS)</p>	
<p>Unit: Establishing and Maintaining Relationships</p>	<p><u> X </u> Essential _____ Important _____ Compact</p>
<p>Big Idea: I can communicate and collaborate with others.</p>	
<p>PA Career Ready Skills Continuum: B. Establishing and Maintaining Relationships</p> <p>ASCA Student standards: Mindsets & Behaviors for Student Success: M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control B-SMS 7. Effective coping skills</p>	<p>Interdisciplinary Standards (if applicable):</p> <p>Language Arts: Writing CCSS.ELA-Literacy.W.K.3 CCSS.ELA-Literacy.W.1.3 CCSS.ELA-Literacy.W.2.3</p> <p>Language Arts: Language CCSS.ELA-Literacy.L.K.4, L.K.5 CCSS.ELA-Literacy.L.1.4, L1.5 CCSS.ELA-Literacy.L.2.4, L.2.5</p> <p>Language Arts: Speaking and Listening CCSS.ELA-Literacy.SL.K.1., SL.K.4, SL.K.5 CCSS.ELA-Literacy.SL.1.1, SL.K.1, SL.1.4, SL.1.5 CCSS.ELA-Literacy.SL2.1, SL.K.2, SL.2.4, SL.2.5</p>
<p>Essential Questions:</p> <p>How can I start, maintain, and end a conversation? What is a reaction? What steps can I take if I am not getting along with someone?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will learn how to start a conversation with someone by deciding who to talk to, choosing a good time and place, deciding what to talk about, getting the person’s attention, and making a comment or asking a question. 2. Students will understand how to be polite and kind in a conversation by listening, waiting their turn to speak, asking a question related to the topic, and giving others time to speak. 3. Students will learn how to end a conversation in a polite way by deciding if it needs to end, waiting for a pause, explain why the conversation should end, and include a “good-bye.” 4. Students will understand we may not control our emotions - they just happen - but we can control our actions. 5. Students can identify when they feel their emotions rising. 6. Students will identify steps to take if they are not getting along with

	<p>someone.</p>
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1. Conversation Skills 2. Reactions 3. Conflict Resolution/Problem Solving 	<p><u>Do/Skills:</u></p> <ol style="list-style-type: none"> 1. Students will identify steps to start a conversation. 2. Students will demonstrate listening with their eyes, ears, and body. 3. Students will hold a polite and kind conversation with a friend. 4. Students will practice ending a conversation with a peer. 5. Students will identify differences between reacting and making choices. 6. Students can use the Emotional ABC tool, “Pause and Breathe” when their emotions are rising.
<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. <i>Conversation</i> - two or more people are talking to each other 2. <i>Reaction</i> - acting before you think, your brain makes a split-second decision 3. <i>Conflict</i> - when two or more people aren’t happy with each other because they don’t agree about something 4. <i>Conflict Resolution/Problem Solving solutions</i> - learn how to deal with disputes or conflict by learning strategies or best solutions on their own <ul style="list-style-type: none"> ● Win/Win ● Take turns or share ● Ignore what’s annoying me ● Do something else ● Ask for help 	<p><u>Core Resources:</u></p> <ol style="list-style-type: none"> 1. Emotional ABCs Curriculum 2. Zones of Regulation Curriculum by Leah M. Kuypers 3. Leader In Me 4. Be Good People 5. SAS Supportive Practices
<p><u>Common Assessment(s):</u></p> <ol style="list-style-type: none"> 1. Students will start conversations with friends using their understanding of how to have a conversation. 2. Students will practice polite and kind conversations. 3. Students will identify the steps they should follow to end a conversation given a real-life scenario. 4. Students will identify scenarios where characters react vs make a choice. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. “Horrible Bear” by Amy Dyckman 2. “Pigasso Met Mootisse” by Nina Laden 3. “How do Dinosaurs Play with Their Friends?” by Jane Yolen

<p>Grade, Subject/Course: Kindergarten, Children Understanding and Building Skills (CUBS)</p>	
<p>Unit: Social Problem Solving Skills</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p>Big Idea: I can demonstrate empathy and respectful choices.</p>	
<p>PA Career Ready Skills Continuum: C. Social Problem Solving Skills</p> <p>PA Core Content Standards/Anchors (or National Standards): M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment B-SMS 2 Self-discipline and self-control B-SMS 7. Effective coping skills B-SS 1. Effective oral and written communication skills and listening skills. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them B-SS 3. Positive relationships with adults to support success B-SS 4. Empathy B-SS 6. Effective collaboration and cooperation skills B-SS 7. Leadership and teamwork skills to work effectively in diverse groups B-SS8. Advocacy skills for self and others and ability to assert self, when necessary B-SS 9. Social maturity and behaviors appropriate to the situation and environment</p>	<p>Interdisciplinary Standards (if applicable):</p> <p>Language Arts: Writing CCSS.ELA-Literacy.W.K.3 CCSS.ELA-Literacy.W.1.3 CCSS.ELA-Literacy.W.2.3</p> <p>Language Arts: Language CCSS.ELA-Literacy.L.K.4, L.K.5 CCSS.ELA-Literacy.L.1.4, L1.5 CCSS.ELA-Literacy.L.2.4, L.2.5</p> <p>Language Arts: Speaking and Listening CCSS.ELA-Literacy.SL.K.1., SL.K.4, SL.K.5 CCSS.ELA-Literacy.SL.1.1, SL.K.1, SL.1.4, SL.1.5 CCSS.ELA-Literacy.SL2.1, SL.K.2, SL.2.4, SL.2.5</p>
<p>Essential Questions: What do emotions look like on my face and body? How can I be a bucket filler? How does recognizing face and body clues help us interact with each other?</p>	<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students can interpret emotions expressed by face and body clues. 2. Students will understand how to fill other people’s buckets. 3. Students can differentiate between reacting to a situation and using a tool to make a good choice.

<p>How can I make a good choice when I have intense emotions? What if I don't agree with someone? What is a sincere apology?</p>	<ol style="list-style-type: none"> 4. Students will understand how to respectfully disagree by using kind words to tell the person what you think, listen with eyes, ears, and body, be willing to change your thoughts, and if you still do not agree, say "OK" and move on. 5. Students will be introduced to how an apology can repair trust.
<p><u>Knowledge:</u></p> <ol style="list-style-type: none"> 1. Face and Body Cues for emotions 2. Bucket Fillers 3. Making Good Choices 4. How to Disagree with someone 5. How to make a sincere apology 	<p><u>Do/Skills:</u></p> <ol style="list-style-type: none"> 1. Students can identify emotions by looking at face and body cues. 2. Students will be able to identify ways to be a "bucket filler." 3. Students will identify consequences for not making good choices. 4. Students will identify the steps to follow when they do not agree with someone. 5. Students will follow a guided practice of the four steps of a sincere apology.
<p><u>Vocabulary:</u></p> <ol style="list-style-type: none"> 1. <i>Disagreeing</i> - you have different thoughts of feelings than someone else 2. <i>Apology</i> - taking responsibility for mistakes by saying "I'm sorry" 3. <i>Bucket filler</i> - relies on the analogy that every person carries with them an invisible bucket that contains a person's feelings and emotions. We can fill others buckets, and our own, by demonstrating kindness. 	<p><u>Core Resources:</u></p> <ol style="list-style-type: none"> 1. Emotional ABCs Curriculum 2. Zones of Regulation Curriculum by Leah M. Kuypers 3. Leader In Me 4. Be Good People 5. SAS Supportive Practices
<p><u>Common Assessment(s):</u></p> <ol style="list-style-type: none"> 1. Students can draw facial expressions that are appropriate for various situations. 2. Students will be able to give examples of how to fill other people's buckets. 3. Students can illustrate a reaction and good choice for a given situation. 4. Students will identify the next step someone should follow to resolve a disagreement. 5. Students will classify if an apology is sincere or fake. 	<p><u>Supplemental Resources:</u></p> <ol style="list-style-type: none"> 1. "Have you Filled a Bucket Today?" by Carol McCloud 2. "How Full is Your Bucket?" by Tom Rath